

The University of Edinburgh
The Moray House School of Education
School Postgraduate Studies Committee

28 August 2013

E-Learning Strategy & Policy (EDUA 11146): Minor change to assessment

Brief description of the paper

Proposal to revise the assessment of this course based on feedback from students and discussions with colleagues. As this change is to be introduced for academic year 2013/14, the paper was approved by Convener's Action and forwarded to the Board of Studies.

Action requested

For homologation

Resource implications

Does the paper have resource implications? No

Risk assessment

Does the paper include a risk analysis? No

Equality and diversity

Does the paper have equality and diversity implications? No

Freedom of information

Can this paper be included in open business? Yes

Any other relevant information

None

Originators of the paper

Pete Evans
Course Organiser
July 2013

Minor change to assessment: EDUA 11146 E-Learning Strategy & Policy

EDUA 11146 E-Learning Strategy & Policy is a 20-credit option course on the MSc Digital Education. The course runs in alternate years and is due to run from September 2013. At present it is assessed by:

1. Contribution to discussions using discussion boards and blogs, with continuous, formative tutor feedback for the duration of the course (40%)
2. A final assignment of 3,000 words, to write a theoretically informed **organisational strategy for e-learning** within the students' employing organisation or one of their choice (60%).

The proposed revised assessment is as follows:

1. Completion of structured blogging tasks (written and multimodal) for the period of weeks 6 – 10 of the course (40%)
2. A final assignment of 3,000 to write either (a) a theoretically informed organisational strategy for e-learning
Or (b) an in depth investigation of a specific topic from the course (to be confirmed with the course tutors) (60%).

The request for a change is based on:

- (a) feedback from students and reflection with colleagues that the contribution element of the assessment on the course was excessively demanding in comparison with other 20 credit courses. In addition, many students had little exposure to strategic thinking theory and practice and so required extensive scaffolding and support in the initial stages of the course.
- (b) When the course was initially designed and run, the student cohort tended to be involved in e-learning strategy-making at the organisational level. As the course has been repeated, this is less the case and it was felt that an alternative assignment choice would be appropriate for some students.

The intention is to make these changes in time for the next delivery of the course commencing Sept 2013.



Pete Evans (Course Organiser)

01 July 2013